



RESEARCH PAPER

Comparative Analysis of the Motivational Orientations of English as Second Language Learners among Erstwhile FATA and Settled Areas in Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

The main objective of this study is to analyze students' L2 motivations in Khyber Pakhtunkhwa, Pakistan, among the ESL learners of the settled areas (non-FATA) and the former Federally Administered Tribal Areas (FATA). The main factors focused in the study are Exposure to English, Parental Role, Awareness of the importance of English and the Schooling facilities. The study follows qualitative methodology where the data was collected from 30 L2 learners from FATA University where 15 of them belonged to FATA region while 15 of them belonged to Non FATA region through Semi structured interviews. The findings indicate that non-FATA learners exhibit higher levels of motivation. The primary reason is their greater exposure to the second language through media, social interactions, and a wider range of educational tools. The study thus recommends that the environmental factors have a positive impact of the motivation to learn a second language.

KEYWORDS L2 Motivation, Second Language Acquisition

Introduction

In the globalized world of today, being able to communicate in a second language (L2) is becoming increasingly important. English has a significant role in commerce, education, and international communication in Pakistan, where it is the language of education. It is essential for educational policymakers and practitioners to understand the reasons that motivate children to acquire English, especially in places with diverse exposure and resource availability.

This study compares learners' motivation to learn English in Khyber Pakhtunkhwa (KP), Pakistan, between the non-FATA and former Federally Administered Tribal Areas (FATA) regions. Historically, the FATA region, which is now part of KP, have had socioeconomic and educational disadvantages in comparison to the non-FATA districts. Various differences might have an impact on students' motivation levels across different domains.

In the course of learning a language, motivation is essential. Dörnyei et al. (2009) state that the educational setting, integrative orientation, and instrumental orientation are just a few of the elements that trigger motivation in L2 learning. Anyone with an integrative perspective aims to become part of the target language's cultural community, while an instrumental orientation is more concerned with tangible benefits like job progression. The language is used in the classroom through social interactions, media, and educational materials.

Literature Review

Motivation is a critical component among many other components that affect the success in acquiring a second language (L2). Initially, Gardner and Lambert (1972) distinguished between two different kinds of motivation: instrumental and integrative. Integrative motivation is a type of motivation that emerges from a desire to integrate in with the culture of the L2 community. On the other hand, instrumental motivation is driven by benefits like employment opportunities (Gardner, 2010). Later on, this framework was well researched in many different contexts by various researchers.

According to MacIntyre et al. (2017) and Krashen (1982) exposure to L2 play a key role in the motivation for L2 learning. They are the view that the Learners' motivation for learning a second language enhances when they are facilitated with the understandable input and when they are exposed to the target language. In the same direction MacIntyre et al. (2017) and Krashen (1982) stated the learning outcomes and L2 motivation is positively affected by exposing students to the target language through media and other educational resources. Coleman (2011) and Shamim, (2008). also emphasize that when the L2 learners are less exposed to the quality education and they have a very less contact with L2, thus learners from such backward areas show no motivation or less motivation for second language learning. This is very much relevant to the present study as the erstwhile FATA region as this region has suffered from war on terror in the recent past and there are no modern facilities available to the learners. Mansoor (2005) is of the view that the students of urban areas show high motivation than the students from rural areas due to the easy access to the resources of education. Similarly, Rahman (2002) and Khan (2011) observed that the students from low socioeconomic level and the substandard quality of the country's educational system have a great impact on the L2 motivation of the students in terms of second language learning. Environmental factors always play a crucial role in the motivation of the students. Ghanizadeh and Rostami's (2015), Kim and Kim (2016) and Papi and Abdollahzadeh (2012) also supports the literature and state the classroom condition, resourceful environment, parental role among many other factors have significant impact on the L2 motivation of the students when it comes to second language learning.

According to a recent study by Zafar and Meenakshi (2020), socioeconomic status and access to excellent educational opportunities facilitate the motivation of the students in Pakistan and thus Rahman (2018), suggested to the policy makers to address these regional differences for the positive educational achievements.

Material and Methods

This study follows a qualitative research design to compare the motivation for learning a second language (L2) between students from the erstwhile Federally Administered Tribal Areas (FATA) and non-FATA regions in Khyber Pakhtunkhwa (KP), Pakistan. The qualitative approach allows the researcher to probe into the reality by focusing the real observation of the participants and the society. The data collection method involved semi-structured interviews with the participants. In total 30 participants were selected for this study. 15 participants from erstwhile FATA region and 15 from the settled area of KP, Pakistan. All these participants were the undergraduate students of FATA University. The interviews were transcribed and analyzed using thematic analysis. The key themes identified from the interviews include exposure to English, parental pressure, schooling facilities, and awareness of the importance of English. These themes are discussed in detail, supported by actual statements from the participants.

Results and Discussion

Exposure to English

The first two questions were asked related to the exposure to the English language and its connection to the English language learning. Participants from non-FATA regions reported that they are exposed to the English language and this exposure comes from the various resources like their educational institutes, their surroundings and the media. One of the participants mentioned, "We have very easy access to the TV channels, and the social media through internet and thus this help us to practice English language regularly." Another participant stated, "we regularly practice English use in our institutes as our teacher encourage us to use English in the classroom and with friends."

In contrast, participants from erstwhile FATA regions have a very limited exposure to English. The most obvious reason was the lack of educational and internet facilities in these areas. These students belong to the far flanged areas of erstwhile FATA and they reported that there are no modern facilities available. One of these participants said, "We do not have any facility of internet through which we listen to English and mostly the community where we live, no body speaks English" Another participant expressed, "we are only exposed to English when are in the English course classes."

Parental Role

Parental role is one of the key factors in terms of motivation in this study. Parents in the settled area of KP always emphasize the importance of English for the success of the children because these parents know the importance of English in the society. A participant stated, "My parents always tell me that English is very important for my educational and professional career. They encourage me to learn this language." Another participant shared, "My father is very strict about my English studies. He always pushes me to give extra time to English language learning."

On the other hand, the parents in the erstwhile FATA region are very slightly aware of the importance of English due to the illiteracy rate and lack of modern technologies and thus there is lack of parental role in the motivation to learn English language. One participant explained, "My parents are not educated and we are a poor family, thus we do not know the importance of English in the society." Another participant stated, "my parents are only interested to pass the exams and they do not know the importance of English language."

Schooling Facilities

Participants from non-FATA regions reported that they have access to better schooling facilities, which enhance their motivation to learn English. Schools in these regions have qualified teachers and language labs. One participant stated, "there are many facilities in our institute like a big library and language lab and the teachers are very kind to us." Another participant stated, "The environment of my institute encourages me to use English both inside and outside the classroom."

Participants from erstwhile FATA regions reported that they lack the best educational facilities. The lack of resources and qualified teachers in this region are the major issues to learn English effectively. A participant reported, "My institution has no modern facility just like the institutes in the developed areas." Another participant stated, "The quality of education in our region is very low and the admission ration is also very

low. Mostly the students do not take keen interest in our studies and We don't have many opportunities to practice English."

Awareness of English Language Importance

Participants from non-FATA regions are well aware of the importance of English in Pakistan. This awareness acted as a strong motivational factor for learning the language. One participant shared, "I know that English is very important for me in getting a good job and I also know that this is now the language of communication with the world." Another participant expressed, "Everyone around me speaks English, and it is a matter of privilege these days. This always remind me the importance of English in our daily lives."

On the other hand, the students from the erstwhile FATA region show lack of awareness of the importance of English. While some participants knew that English is very important for their success but many were unaware. One of the participants said, "I know that English is important, but the problem is in our community, the use of English is discouraged a lot." Another participant stated, "now slowly and gradually people know the importance of English language, but still very few people know this who have contact with the developed areas and this greatly influence the motivation of the students to learn English language here

According to the analysis presented in this study, the participants from former FATA and non-FATA regions differ significantly in terms of the motivational orientations towards learning a second language. The major key finding of the study is that the L2 learners belonging to the settled area of KP are more motivated than the other group of students who belong to the erstwhile FATA region. These differences in the motivational orientations are mainly based on the four major factors related to exposure, parents' involvement, best schooling and lack of awareness of the importance of target language. The students from the settled areas reported that they have better schooling opportunities, they are aware of the importance of English language in their lives, they are more exposed to the English language and their parents take care of the education and thus these factors enhance their motivation for learning English as a second language. these findings are very much consistent with the previous studies of Mansoor (2005), Rahman (2002), Khan (2011), Ghanizadeh and Rostami's (2015), Kim and Kim (2016) and Meenakshi (2020) who discovered that socio-economic status, educational facilities and the environment have a positive impact of L2 learners' motivation in terms of second language acquisition.

Conclusion

The present study highlights the differences between two groups of L2 learners; one belonging to the erstwhile fata region and the other belonging to the settled areas in KP, Pakistan. The study shows that the students belonging to the settled areas of KP, exhibit comparatively high motivation to learn English as a second language than the L2 learners from the underprivileged area like FATA. The main factors that are explored in this connection greatly influenced the motivational orientations of the L2 learners. L2 learners from the settled area highlighted that exposure to the language, best schooling opportunities parental role and the awareness to a language importance play a key role in the L2 motivation. Therefore, it is possible to enhance the motivation of the students from erstwhile FATA region by increasing students' awareness, enhancing educational opportunities, involving parents and the exposure to a target language are these are very necessary factors for the motivation to learning a second language.

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